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ABSTRACT

This practicum concerned a staff development program designed to promote cultural awareness among the staff members of a high school. The program consisted of three 2-hour sessions of intensive workshops that focused on: (1) the definition of culture; (2) nonverbal communication; and (3) the influence of culture in language development and social integration. The sessions were followed by three weekly 1-hour meetings in which participants shared experiences, concerns, and creative ideas as they implemented the skills learned at each session. During implementation, participants were required to select a limited English proficient (LEP) student to work closely with, for exposure and as a case study. At the end of the program, the student (case study subject) narrated participant's application of knowledge. An analysis of all the objectives and case studies revealed mastery of cultural awareness by the target group. Appendices include needs analysis instruments, training session outlines, pretests, posttests, and evaluation instruments. (Author/AA)

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CULTURE; BEYOND OUR CONTROL, BUT NOT BEYOND OUR AWARENESS: A STAFF DEVELOPMENT PROGRAM

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by

Elizabeth D. Santiago

A Practicum Report

submitted to the Faculty of the Center for the Advancement
of Nova University in partial fulfillment of
the requirements for the degree of
Master of Science.

The abstract of this report may be placed in a
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Abstract

Culture; beyond our control, but not beyond our awareness: A Staff Development Program.
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The Center for Advancement of Education.
Descriptors: Staff Development/ Culture/ Cultural Awareness/ Biculturalism/ Teaching English to Speakers of Other Languages/

The author of this practicum developed and implemented a Staff Development program which promoted cultural awareness among the staff members of a secondary high school. The program consisted of three two-hour sessions of intensive workshops which focused on: (a) the definition of culture, (b) nonverbal communication, and (c) the influence of culture in language development and social integration. Each session was followed by three weekly one-hour meetings in which participants shared experiences, concerns, and creative ideas as they implemented the skills learned at each session. During implementation, participants were required to select a Limited English Proficient (L.E.P.) students to work close with for exposure, and as a case study. At the end of the program, the student (case study subject) narrated participant's application of knowledge. An analysis of all the objectives and case studies revealed mastery of cultural awareness by the target group. Appendices include Needs Analysis instruments, training session outlines, pretests, posttests, and evaluation instruments.

SUMMARY

This proposal introduces a Staff Development program intended to develope cultural awareness among the faculty and staff at the target school. An identified group of teachers and administrators will be the target group during the implementation stage of this practicum. The program is divided in three sessions which include topics such as cultural values and beliefs, non-verbal communication, and the influence of culture in language development. Success will be measured through the administration of pretests and posttests administered at the beginning and at the end of each session.

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CHAPTER I

Purpose

Background

The school in which this practicum was implemented is located in an unincorporated city located between two major cities. It is a residential area with limited commercial availability. It was originally intended to be a retirement community but has changed to a family community with a large percent of the population commuting to the adjacent cities for employment. The nature of the neighborhood is still being determined and is changing constantly because of the number of new families moving in that have a diverse cultural background - mostly from Central and South America, and the Caribbean. These families are referred to as "Latin American" families. The increase in Latin American families has created a need for cultural understanding and blending not only in the community but also in the school.

The target school is operating for its fourth year and is set in a wooded region on the edge of the city. It includes approximately 80 acres of land on which are found 22 separate buildings including among these a gymnasium, a band room, a media center and an auditorium, and 34 portables along with many sports facilities. A population of 2,917 students attend this school. Seventy five percent of these students are White, and the remaining 25 percent are subdivided as follows among the different minority groups: 21 percent Latin Americans, three percent Black, and one percent Asian.

The socioeconomic background of the students at the target school is diverse, ranging from a very low socioeconomic level to upper middle class. Although the community has no low-income housing developments, the school records reflect that seven percent of the student body are found at a below poverty level and are entitled to free lunches, a five percent belong to a poverty level, also receiving free lunch benefits, while a four percent belong to a lower middle class receiving these reduced price lunches.

The school has 159 instructional units and nine administrators. From this total, only a five percent have had some kind of formal training in dealing with multicultural class settings. Also, only eight members come from a Latin American background.

The projection for this school and community is one of continued growth. An anticipated increase in the number of Latin American families will create a need for greater cultural understanding and blending of ethnic groups.

The author of this practicum works as an administrative assistant at the target school. The role requires keeping track of students as they enter or withdraw, and also keeping track of daily attendance. The author is one of the eight staff members that have a Latin American background in the target school.

Problem Statement

Today's students have a diversity of backgrounds, and differ from that of the majority of the people involved in traditional educational systems. Many of these students who have a diversity of backgrounds are classified into a larger group labeled "minority group".

One of the tasks of the target school was to analyze the difficulties faced by these minority group students in terms of cultural differences. Cultural difference means a discrepancy between the behavior and skills expected by the school staff; and the behavior and skills learned in the students home and community.

Culture has a significant influence on the students behavior and way of reacting to a given situation. It involves a total lifestyle. Families from different cultures teach their children how to conduct their life differently from the majority's lifestyle. These cultural lessons taught to students at home will not fit very well, and they may even conflict with the expectations of the school and the teachers.

School members tend to expect and value the behavior, attitudes, and abilities expressed by the majority culture.

At the target school, 25 percent of the student population belong to a variety of minority groups. Latin American students are the largest group, and the target population. According to a survey (Appendix A:33) administered during first period classes, Latin American students were found to be divided into fourteen different nationalities.

Among these groups, the largest group according to the survey is the Puerto Rican group with 17 percent and all other Latin American nationalities occupy the remaining four percent. This indicates that a total of 21 percent of the student at the target school have Latin American backgrounds.

Due to the number of Latin American students at the target school it is crucial that clear communication exists between the Latin American students and the rest of the student body, including staff members.

One of the problems faced by the Latin American students at the target school is their use of non-verbal communication, or body language. Among the Latin American culture, about 30 percent of what is communicated in a conversation is verbal. The rest of the conversation is the interpretation of mannerisms and body language used to supplement oral language.

Because of this non verbal communication used by Latin American students, many misunderstandings have occured among the student body, and between Latin American students and the school staff.

The majority group was having difficulty understanding the contrast between spoken language and body language. They interpret the hand movements as a way of calling attention.

When Latin American students are scolded, depending from which country they are from, students will not hold eye to eye contact. The teacher considered this action as a total lack of respect on behalf of students. If Latin American students stand too close to members of the majority group, they consider it as an invasion of their space, and/or a lack of respect.

Non-verbal communication is the essence of ethnicity. This creates a problem for North Americans, who have been slow to accept ethnicities primarily because of intolerance of differences and the belief that if something is different it is therefore inferior. Most teachers do not feel comfortable in the presence of native speakers of a foreign language at the target school. There are several reasons for this. First, they have not learned to follow speech at conversational speed, they have not learned what to talk about and what to avoid. Second, they have not accustomed themselves to the amount of space separating them from a Latin American student, or to the rules governing eye-to-eye contact. Third, they have succumbed to a regrettable ethnocentric tendency to underestimate the intelligence of a member of another culture (Seelye 1984).

Working at a school in which such a high percentage of students are from a Latin American background, students and teachers should be prepared to deal with the cultural differences and language barriers. The school has 159 instructional units and from this total only a five percent have had training in dealing with multicultural settings. Also, only eight members from the above total come from a Latin American background.

According to a survey administered to Latin American students that belong to the Cultural Relations Club, (C.U.R.E.),(Appendix B:35), 95 percent of the students agreed that the majority of the population at the school lacked cultural understanding. The students feel that if the majority group could learn about Latin American cultures, their history and their values, the communication among different groups could be improved. Also, 93 percent of the students surveyed agreed that teachers should be educated in Latin American heritage, this way some of the communication barriers that already exist could be removed, and teachers would identify common behaviors.

According to a survey administered to the 159 members of the teaching staff at the target school (Appendix C:37), 84 percent of the staff considered it necessary to be trained in Latin American culture.

This indicated that teachers are trying to get involved in their student's heritage. Eighty one percent of the faculty felt strongly that some assistance was necessary in developing teaching strategies in order to meet the needs of the Latin American population.

While interviewing groups of teachers during Department meetings, using the needs analysis form, (Appendix B:35) the teachers agreed that enlisting more members of minority groups and ethnic communities to occupy positions in the school system was crucial. At that time there was not a sufficient minority representation on the target school staff and faculty.

It is evident that teachers needed to develop cultural awareness and teaching techniques required to deal with the cultural differences they were experiencing in the classroom.

Outcome Objectives

1. Over a period of three months 80 percent of the faculty will be able to interpret mannerisms and body language as measured by pretest/posttest questionnaires.

2. After a period of three months 85 percent of the teaching faculty will increase their knowledge and understanding of the Latin American culture as measured by pretest/posttest questionnaire.

3. After a period of three months 95 percent of the teaching faculty will demonstrate an increase in their ability to ease the transition and culture shock for recent Latin American students who arrive at the target school as measured by pretest/posttest questionnaires.

CHAPTER 2

Research and Solution Strategy

The problems that were being encountered by the target school when dealing with cultural differences had been encountered by other parts of the state, and by other states. The state of New York has had a steady immigration of Puerto Ricans since 1898. From here they have migrated to cities such as Chicago and Boston; and to states such as New Jersey. Presently, the migration of Puerto Ricans seems to be towards sections of the state of Florida; where the tropical climate is so similar to the island of Puerto Rico.

Other states, such as Texas, California, Colorado, New Mexico, Arizona and the southern section of Florida have been faced with hispanic immigration. Mexicans and Cubans have immigrated to these areas in search of that promised "liberty" that the United States has to offer. The cultural diversity caused by immigration has affected the school systems in several ways. It forces teachers to act as cultural monitors in the classroom. This is a hard task for American teachers who basically have a complex blending of cultures.

This means that teachers will have to explore different cultures in an effort to discover the inner reality of immigrants. (Pfordresher 1991)

Different strategies have been used in order to ease the transition of Latin American students. All the strategies developed have been based on the individual school's needs. These attempts have started at a pre-school level following up through the secondary level.

One of the strategies used by a school system, that has had a very positive feedback, is the integration of cultural values and beliefs into a kindergarten curriculum. At Bank Street School for Children, in New York, cultural facts have been integrated into the curriculum as a way to teach children how to understand and accept different races, cultures, and nationalities. The processes involved in the teaching of cultural differences have been the exploration and examination of differences and similarities among the cultures in a kindergarten class.

Writer Leslie R. Williams (1991) backs up the integration of culture into the school curriculum. It is his belief that if children learn about culture in the classroom, if they are able to see the reflection of those people, objects, and events in the classroom, this will provide them with a recognizable context within which to display their knowledge and skills.

Also, it will enable them to recognize, as they grow up, that culture involves many characteristics, and that for this reason, minorities can not be taught to act as the majority culture, but only try to adapt.

Writer James A. Banks (1991:10) states that: "...merely inserting ethnic... content into existing curricula, paradigms, and assumptions, is not enough." The reason for this, according to Banks, is that it will allow teachers and students to bring in their biases and points of view into what is being taught. When multicultural education is integrated into a curricular structure, the final product should be a " ... totally transformed, multicultural curricula that will motivate students to interpret the facts, events, concepts, and theories from varying perspectives." (Banks 1991:10) For example, there is a bias theory that has been scientifically supported and it states that the intelligence of members of other cultures is lower than that of the majority. (Seelye 1984) Providing the opportunity for a group of High School students to study this matter under a totally transformed curricula, they would compare and contrast how science has supported scientific racism vs. how it has contributed to human justice and equality. (Banks 1991)

The goals of a program like this one is to foster multicultural literacy allowing all cultural groups equal democratic rights.

A different approach used in Washington, was the implementation of a program called Program: Learning According to Needs, (P.L.A.N.) which was designed to motivate minority students that come from a limited socio-economic background, and have no resources to attend school. The program utilizes mentors, who in most cases are P.L.A.N. graduates, who come to the participating schools, and talk to the students of the different opportunities that are out there for them. They are seen as positive role models that have accomplished their goals, defeating the negative encounters they have faced.

Another portion of the program involves a Staff Development program for the mentors and the teachers that deal directly with these students. The inservice is guided to enable the mentors develop in the students a "...clear vision of the future." (Abi-Nader 1991:546)
The program has been a successful one. An average between 60 percent to 65 percent of their students attend college.

"Understanding all the problems that accompany multicultural environments, the statistical fact that by the year 2000, 80 percent of labor entrants will be women and minorities, and by the year 2054 the White race will be a minority among United States residents..." (Rambo, as quoted by Marquis 1990:10), creates a need for the blending and understanding of minority cultures.

All strategies discussed have been effective. In order to implement the above mentioned ideas; integrate culture into a curriculum, teach cultural values and beliefs to our students, and motivate minority students, teachers must first be aware of what culture is, and how it affects an individual's lifestyle and should know the different strategies and approaches used in the effective teaching of culture.

The above information was presented to a small group of teachers picked randomly from the target school. The group brainstormed on the problems that the Latin American students face when they enter the target school. After considering and analyzing cultural similarities and differences among the different Latin American cultures, and then comparing them with the majority culture, these problems faced by the Latin American students were classified in three groups of shared characteristics.

The teachers also agreed that these three groups should be the focus of a staff development program which could assist in the development of effective teaching strategies for teachers. The three groups were: influence of culture in student's lifestyle; gestures and mannerisms; and effects of culture in language development.

After considering the research literature, the needs assessment of the target school, the teacher's suggestions, and the fact that by the year 1995 all teachers in the state of Florida must have an endorsement on their certificate to teach Limited English Proficiency students, the school's administration concluded that a Staff Development program for teachers and administrative staff would be effective.

> "There is a strong support for the potential value of of staff development. From a survey of over 200 pieces of related research, Joyce and Showers state positively that nearly all teachers can acquire new skills that fine tune their competence. They can also learn a repertoire of teaching strategies that are new to them." (Ryan 1987:10)

The goal of the Staff Development was based on the needs of the school, and the following propositions: 1. cultural factors and behaviors are beyond our control, but not beyond our awareness; 2. awareness is essential to an effective pedagogy that respects the student's culture (Cummins 1986).

3. Awareness can not be mandated, but must be cultivated through study, reflection, and action to be effective. (Abi-Nader 1991) Teachers and administrators at the target school had recognized the problems faced by the Latin American population. They had been told how to deal with the situation, but how about the application? How would they transfer these skills beyond context? Arthur L. Costas (1985:20) made an interpretation of one of Ron Brandt's publications. He discussed a three-part program which was used in the development of this training program. It includes effective use of critical thinking skills in the delivery of the workshop. The three-part program consists of (a) teaching FOR thinking which includes different levels of questions with immediate feedback, (b) teaching OF thinking which is the incorporation of the new adquired skills into the specific subject areas, and (c) teaching ABOUT thinking which is the adaptation of teaching styles and instructional materials for the different learning styles.

The other two factors in Staff Development would be effective use of time, and cost. During Staff Development time should be spent efficiently and directly on hands-on experiences. By using effective teaching techniques and by using time wisely, the cost of the training is minimum.

CHAPTER 3

Method

This practicum was presented to a group of identified teachers at the target school, using a 4-step program. This program included a preparation step, a presentation step, an application step and an evaluation step.

During the preparation step, the information gathered from the surveys (Appendix B:35 and Appendix C: 37) along with the goals of this practicum were brought together to develop the instructional media,
and/or other materials needed. Also, this step allowed for the reviewing and selection of methods of instruction that were used during the presentation that enabled the instructor to create a positive training climate.

Following the preparation step, the presentation step took place. This step included three components: introduction, body, and summary. During the introduction the instructor captured the attention of the learners. A Pretest Appendix G:48, Appendix I:52, and Appendix J:54) was applied at this time.

The body of the presentation involved appropriate methods of instruction that were effective during the delivery. Examples of methods that were used are lectures, discussions, case studies, and role playing. These methods provided the necessary experiences for the integration of critical thinking skills as defined in the solution strategy. (p. 15) Finally, the last component of the presentation was the summary. During this step all topics discussed were summarized, and the key points of the presentation reinforced. The instructor asked the learners for questions, and directed questions to them.

The application step included two basic steps: application and feedback through the use of assignment sheets. The assignment sheets included applications that fall under each of the learning domains. Under the cognitive domain the learners solved a series of problems and discussed reactions to a case study. Under the psychomotor domain the learners practiced skills acquired, and under the affective domain the learners participated in role playing. Feedback was given immediately to prepare the learners for the evaluation step.

The final step was the evaluation step. Learners answered a Posttest (Appendix H:50, Appendix I-52, and Appendix K:56) following the test they answered a questionnaire. The questionnaire provided the learners a chance for identifying strengths and weaknesses of the training program.

The implementation of this whole program was presented in three sessions, allowing three weeks between sessions for classroom implementation stage, and one final evaluation session. The target group met every Wednesday for one hour discussions. During each session the group discussed the results of the assignment of the past training session and were able to make recommendations on how to improve the training sessions. In addition, each member shared their creative ideas, experiences, successes and concerns, seeking feedback, new ideas, and ways to improve.

The outlines that were used in each of the sessions (Appendix D:39; E:42; and F:45) included simple visual aides such as overhead projector, transparencies, and worksheets. They were developed by a sample group that included administrators, teachers, guidance counselors and support staff members.

The development of these outlines was based on the school's need assessment, surveys and the recommendations of a randomly selected group of staff members mentioned in chapter 4 of this practicum. (p. 14)

The first session (Appendix D:39) of this training program was conducted on Wednesday, March 4, 1992 from 3:00pm to 5:00pm. After the administration of the pretest (Appendix G:39), which included cultural components, the target group was introduced to the topic with the following questions: (a) What is culture?, (b) What do we really need to know about foreign cultures? After brainstorming and listening to the different definitions of culture, they review three transparencies.

These transparencies included the various definitions of culture and what is included in each definition. The group was able to conclude that other cultures cannot be judged according to our standards. After a five minute break, the group related the topics previously covered to the behavior of the Latin American students. Next, the group was able to discuss the answers to the pretest, and after a question-answer segment, the posttest (Appendix H:50) was administered. To conclude the first session, the target group completed the evaluation form (Appendix L:58).

On Wednesday, March 11, 1992 the group met for one hour. After discussing real classroom situations and how they were handled, the group was informed by the administration of the school that they needed to pick one Latin American child from one of their classes. They were also be informed that they were expected to work with this child until the end of the school year. This section of the program was called "Adopt-A-Kid." The teacher assisted the student by easing the transition and culture shock by applying the effective strategies that were learned during the training. In addition, the teacher could ask the student about his/her country, background, and culture.

On March 11, 1992 the group met for one hour and worked in small groups. They discussed some case-studies from different sources.

On March 25, 1992, the group met for one hour. They each expressed what they had learned so far from their "adopted kid" and explained how they had been able to help the student.

The second session of this training program was conducted on Wednesday, April 1, 1992 from 3:00pm to 5:00pm. After the administration of the pretest (Appendix I:52), which was a presentation of the wide variety of gestures and mannerisms used among the Latin American populations, the group viewed a skit performed by a group of students.

The skit described a typical day at the school and how the gestures were interpreted and misinterpreted by the different cultures. After a presentation on the meaning of the gestures, they broke in small groups. Each sub-group wrote a 100 word essay that was presented to the rest of the groups. The presentation had to include at least 25 gestures. At the end of each presentation they were to analyze the presentation and point out how adequate or distracting each gesture was. This process allowed for a contrast between the needs of the majority and the needs of the Latin American students. At the end of the presentation there was a short question segment followed by the posttest (Appendix I:52) and the evaluation of Training Session #2 (Appendix L:58).

On April 15, 1992 the group met for one hour. During this meeting, there was be a guest speaker, Mr. Armando Quevedo, Guidance Counselor at the target school. Mr Quevedo talked about the importance of using non-verbal communication when Latin American Students were present in a class, and his personal experience as a child moving from Puerto Rico to Florida.

On April 22, 1992 the group met for one hour. Each participant discussed the adjustments made in the classroom and how successful they had been.

On April 29, 1992 the group met for one hour. Again they discussed failures, successes, creative ideas and concerns. The administration was present to make comments, as they had been visiting the teachers various times throughout the training period.

The third and last session of this training program was carried out on May 6, 1992 from 3:00pm to 5:00pm. After administering the pretest (Appendix J:54), the topic was developed from the following phrase: "Language as a vehicle for the trasmission of culture." The group listened to the presentation of five Latin American students and their experiences when they moved from their country to the United States. They talked about how language became a communication barrier and how the use of idioms affected the teaching-learning process. After a five minute break, the group was divided in groups. Each group had a reading passage based on the experience of a Latin American child. The group tried to identify the reasons behind the child's behavior and what could have been done to avoid these behaviors in the given situations. The groups were able to conclude that a student cannot adjust to a culture until they can speak the language.

The group also concluded that not because the students can speak the language necessarily means that they have adjusted to the new culture. To finalize the session, there was a question segment, followed by the posttest (Appendix K:56) and the evaluation of this training session (Appendix L:58).

On May 13, 1992 the group met for one hour. They had the opportunity of asking questions to Latin American students. The selected group of students was a sample-representation of each Latin American country that attends the target school. It also included students who were born in the United States, but their parents were born in a Latin American country.

On May 20, 1992 the group met for one hour. All teachers were accompanied by their "adopted kid." These students were able to express the positive changes that they had observed in their "adopted parent' and how this change made a difference in their integration.

On May 27, 1992 the group met for 30 minutes. The group completed an evaluation of the Training Sessions and the weekly meetings as the culmination of our program. The administration voiced their observations and encouraged the teachers to "adopt" all the Limited English Proficiency students in their classes.

CHAPTER 4

Results

Evaluations were made throughout the implementation of the practicum. At the beginning of each session, the learners completed a Pretest (Appendix G:48; I:52; and J:54). This test was used for the purpose of comparing learners progress with the results from the Posttest. The test was written in such a way that it measured what the learner should have mastered at the end of each session.

At the end of each session, the learners completed a Posttest (Appendix H:50; I:52; and K:56), and an evaluation form (Appendix L:58). The Posttest provided for the purpose of monitoring learner's progress. The evaluation provided for making midcourse corrections, where necessary, as stated in the Nova University Practicum Internship Handbook.

At the end of training session number one, the target group was able to identify the components of culture, and how these affect the students' transition.

For this reason, the pretest (Appendix G: 48) for the first training session was a yes-no exercise in which the target group identified some of the major components of a culture. Yes-no items were chosen because they can readily assess knowledge of facts, and in this case it tested thinking and understanding. The posttest (Appendix H:50) for this training session were two essay questions that covered everything discussed during the session.

Training session number two covered the identification and definition of basic gestures and mannerisms. For this reason the pretest (Appendix I:52) and the posttest (Appendix I:52) was the same. The trainer read a sentence and completed it with a gesture. The target group tried to identify the meaning of each gesture.

The pretest (Appendix J:54) for training session number three was a True-False exercise, in which false statements should have been rewritten as true. It included four items that relate to the impact of language and culture on social adjustment. The posttest (Appendix K: 56) was an essay question, that allowed the target group compose a pattern of responses based on the learning adquired. It required organization, comparison, and interpretation of information gathered from the session.

The evaluation instrument (Appendix L:58) measured the standards and objectives of each training session providing space for comment. The instrument provided the information necessary for midcourse adjustments.

The final information gathered from the evaluation forms show positive results. All three objectives were reached, and the percents were higher than expected.

The first objective was the ability of interpreting mannerisms and body language. The average grade for the pretest was 56 percent. After administering the posttest the average grade increased to 93 percent. This results confirm that teachers can easier recognize commonly used gestures as a supplement for oral communication. At the end of the training session, 97 percent of the faculty were able to recognize nonverbal communication. This figure represents a 12 percent increase over the expected percent.

The second objective was the increase in knowledge about Latin American culture. The average grade after the pretest was 68 percent. After administering the posttest, the average grade increased to 88 percent. This increase proves that teachers are interested in learning about their students' cultures. By the end of the training session, 89 percent of the faculty had understood the importance of culture for a Latin American.

The third objective dealt with the ability of easing the culture shock and transition for recently arrived Latin Americans to United States. The average grade after the pretest was 66 percent. After the posttest, the number has increased to a 94 percent. At this point, 100 percent of the target group were able to deal with culture shock and cultural transitions.

Other factors have contributed to the success of this staff development program. For example, the target school has had a large number of Latin Americans since it opened four years ago. Teachers had been dealing with these cultural differences without being effective, as concluded by the administration at the target school during the last meeting. This program marked a difference in their teaching style and provided the opportunity for them to apply the learned strategies through role playing and case studies within their specific subject area.

CHAPTER 5

Recommendations

For the purpose of follow up, the research will continue developing this program after evaluating the input from this first implementation. This practicum is the skeleton of a more sophisticated Inservice Staff Development program intended to develop cultural awareness, focusing on values and beliefs from English speaking cultures as well as Non-English speaking cultures.

After its development, it will be proposed to the Volusia County School Board for consideration and implementation at the different school sites. This practicum should fulfill the necessary cultural awareness demands required by the Multicultural Education, Training, and Advocacy, Inc. (META) consent decree. This decree is an agreement signed by the Florida State Department of Education and META, which establishes standards for the services rendered to Limited English Proficient students.

Upon completion, teachers should be able to meet the needs of not only Latin American students, but all LEP students, as well.

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APPENDICES

Appendix A

Identification of Hispanic Students Instrument

IDENTIFICATION OF HISPANIC STUDENTS

INSTRUCTIONS:

1. Count the number of Latin American students in your first period class.
   - Latin American students are defined as those students born in a Latin American country or Spain, OR born in the United States from at least one Latin American parent.
2. Be sure you include absent students, if applicable.
3. The total number of Latin American students must be subdivided among the different nationalities. (Refer to item #1)
4. Upon completion, please return to Mrs. Liz Santiago in room B-6.

****

TOTAL NUMBER OF LATIN AMERICAN STUDENTS:_____

Number of Latin American students from each of the following backgrounds:

_____ Argentina	_____ Honduras
_____ Bolivia	_____ Mexico
_____ Chile	_____ Nicaragua
_____ Colombia	_____ Panama
_____ Costa Rica	_____ Paraguay
_____ Cuba	_____ Peru
_____ Dominican Republic	_____ Puerto Rico
_____ Ecuador	_____ Spain
_____ El Salvador	_____ Uruguay
_____ Guatemala	_____ Venezuela

THANK YOU FOR YOUR COOPERATION

Appendix B

Needs Analysis
Student Form

NEEDS ANALYSIS

Student Form

Directions
Answer each question in the space provided based exclusively on your personal opinion.

Questions

1. If you could change one thing about the school, what would it be?

_____

_____

_____

2. Do you feel that there is a cultural barrier among the student population? What problem can this cause?

_____

_____

3. Do you feel that teachers are prepared with the necessary tools to deal with multiculturalism?

_____

_____

4. How can you be a part of the solution for the problems confronted at school?

_____

_____

THANK YOU!

Appendix C

Needs Analysis
Teacher Form

NEEDS ANALYSIS

Teacher Form

Directions
To answer each item, please write the number that corresponds the most with your personal opinion, in the space at the right-hand margin.

Select your answer from the following choices:

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. Cannot answer

Please respond to all items:

1. Students at this school are motivated to achieve. _____

2. Teachers are well trained to deal with multiculturalism at this school. _____

3. The instructional program provides for the integration of cultural values and beliefs. _____

4. Limited English Proficient (L.E.P.) students believe that the school respects their culture. _____

5. L.E.P. students are grouped in classrooms according to their knowledge of the English language. _____

6. The school reflects the values of the community. _____

7. The faculty feels that inservice should be provided to deal with multiculturalism. _____

8. L.E.P. students are encouraged to share their concerns with the administration. _____

9. The parents of the L.E.P. students are satisfied with the procedures used in grouping their children. _____

Appendix D

Course Outline
Session One

SESSION #1

Course Title: Culture: Beyond our control, but not beyond our awareness
Session Title: Importance of Culture
Session Objective: After the completion of the session, the staff at the target school will have learned about Latin American culture, their values and beliefs, as measured by a Pre/Post Test.

PREPARATION

TRAINER	LEARNER
Instructional Media: Assignment Sheets Transparencies Equipment: Overhead Projector	Assignments: Interview a minority student. Ask about values and beliefs.

PRESENTATION

INTRODUCTION

Administration of a Pre Test

Brainstorm about what we really need to know about cultural values and beliefs

BODY

I. What is culture?
   A. Definition of culture
   B. Judging other cultures according to our standards

II. What does culture deal with?
   A. Beliefs and Values
   B. Language
   C. Food/Feeding patterns
   D. Patterns for living

III. Culture behind the behavior
    A. Resisting to conform to new cultural standards.
    B. Coping with two cultures (Biculturalism)

SUMMARY

Reinforce key points of session

Ask for questions.

Direct questions to the learners

APPLICATION

Complete Assignment sheets in small groups

EVALUATION

Learners will answer a Post Test.

Learners will evaluate Session #1

Appendix E

Course Outline
Session Two

SESSION #2

Course Title: Culture: Beyond our control, but not beyond our awareness.
Session Title: Non-Verbal Communication
Session Objective: After the completion of this session, the staff at the target school will be able to identify common manerisms and body language as used to supplement oral communication among the Latin American population as measured by a Pre/Post Test.

PREPARATION

TRAINER	LEARNER
Instructional Media: Assignment Sheets Transparencies Equipment: Overhead Projector	Assignment: Apply some of the adquired manerisms to your class.

PRESENTATION

INTRODUCTION

Administration of the Pre Test.

Brainstorm on some common gestures used in the United States.

BODY

I. Two-Way communication
   A. Listening as well as speaking.
   B. Seeing as well as showing.

II. Verbal comunication supplemented with gestures.
   A. Percent of verbal communication as it compares to the percent of non-verbal communication among cultures.
   B. Examples

III. Gestures as a whole language.
    A. Examples

IV. Spacial concept

SUMMARY

Reinforce key points of session.

Ask for questions.

Direct questions to the learner.

APPLICATION

Complete Assignment Sheets in small groups.

EVALUATION

Learners will answer a Post Test.

Learners will evaluate Session #2

Appendix F

Course Outline
Session Three

SESSION #3

Course Title: Culture: Beyond our control, but not beyond our awareness.
Session Title: Cultural impact in language development
Session Objective: After the completion of this session, the staff at the target school will be able to demonstrate the ability to ease the transition and culture shock for recent Latin American students that have arrived at the target school as measured by a Pre/Post Test.

PREPARATION

TRAINER	LEARNER
Instructional Media: Assignment sheet Transparencies Equipment: Overhead Projector	Assignments: Ask some of the minority students why is it so difficult to adapt to the american way of life.

PRESENTATION

INTRODUCTION

Administration of a Pre Test.

Brainstorm on the following phrase: "LANGUAGE AS A VEHICLE FOR THE TRANSMISSION OF CULTURE."

BODY

I. Language and culture
   A. Correlation between linguistic change and social change.
      1. To learn to adapt to a new culture, you must first understand the language of that culture.
      2. Cultural connotations of words and phrases.

II. A. Speaking the language vs. thinking like a native.
1. Language is not culture, just a fraction of it.

SUMMARY

Reinforce key points of session

Ask for questions.

Direct questions to the learners.

APPLICATION

Complete assignment sheet in small groups.

EVALUATION

Learners will answer a Post Test.

Learners will evaluate Session #3.

Appendix G

Pretest Session One

Pretest Session #1

Course Title: Culture: Beyond Our Control, But Not Beyond Our Awareness.

Session Title: Importance of Culture

NAME: _____

DATE: _____

YES OR NO

Indicate if each of the following are considered as a part of culture.

1. Fine arts	YES	NO
2. Patterns of living	YES	NO
3. Language	YES	NO
4. Geography	YES	NO
5. Literature	YES	NO
6. History	YES	NO
7. Food	YES	NO
8. Behavior	YES	NO
9. Philosophy	YES	NO
10. Values	YES	NO

Appendix H

Posttest Session One

Posttest Session #1

Course Title: Culture: Beyond Our Control, But Not Beyond Our Awareness.

Session Title: Importance of Culture

NAME: _____

DATE: _____

ANSWER BRIEFLY:

1. Evaluate the values of culture.

2. How doe Limited English Proficiency (L.E.P.) affect a student's adaptation to a new culture?

Appendix I

Pretest/Posttest Session Two

Pretest/Posttest #2

Course Title: Culture: Beyond Our Control, But Not Beyond Our Awareness.

Session Title: Non-Verbal Communication

NAME: _____

DATE: _____

DIRECTIONS: Observe the gestures that the instructor will execute. Write below what you consider is the definition of the gesture.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Appendix J

Pretest Session Three

Pretest Session #3

Course Title: Culture: Beyond Our Control, But Not Beyond Our Awareness.

Session Title: Cultural Impact in Language Development.

NAME: _____

DATE: _____

TRUE OR FALSE

Indicate whether the following statements are True or False. If the statement is False, please rewrite it as True.

1. It is easy to adapt to a new culture without speaking the language _____

2. Language is a part of culture. _____

3. Speaking a second language makes you think like a native. _____

4. After speaking the new language, adapting to the new culture is easy. _____

Appendix K

Posttest Session Three

Posttest Session #3

Course Title: Culture: Beyond Our Control, But Not Beyond Our Awareness.

Session Title: Cultural Impact on Language Development

NAME: _____

DATE: _____

EVALUATE

After the completion of this session, how do you consider that language influences cultural adaptation.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Comments: _____

_____

_____

Appendix L

Session Evaluation

Course Title: Culture: Beyond Our Control, But Not Beyond Our Awareness.

Session Title: _____

Evaluator: _____

Date: _____

Directions: For each component check the box to indicate whether each of the following standards have been met.

	NO	PARTIAL	YES
1. Specified course title.			
2. Objectives were clearly stated.			
3. Objectives were met.			
4. Adequate use of instructional media.			
5. Developed an effective introduction.			
6. Developed appropriate application activities.			
7. Provided clear directions for completion of activities.			
8. Activities were of appropriate length.			
9. Positive feedback was provided.			
10. Key points were reinforced.			
11. Provided time for questions.			

Comments: _____

_____